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ABSTRACT

This handbook is primarily designed for Graduate Teaching Assistants (GTAs), Instructional Assistants (IAs) and Teacher Trainees (TTs) in the Department of Near Eastern Studies (NES), Formerly Department of Near Eastern Languages and Literatures, at the University of Michigan. The contents of the Handbook, however, can be of service to all teacher training programs in the United States and abroad. The Handbook consists of two parts. Part I contains policies and regulations relating to the appointments and responsibilities of GTAs and IAs and the relationships between them and supervising course instructors. Part II provides useful information needed for basic orientation and training of prospective language teachers, regardless of their language specialization. Of special interest are: outlines of NES Methods Course; sample lesson plans, based on actual classroom teaching, demonstrating various teaching techniques; sample tests; samples of GTA evaluation report and NES course evaluation; some observations derived from NES Teacher Training Seminars and video-tape demonstrations for prospective language teachers. At the end of Part II, a reading list, arranged alphabetically by author and subject matter and relating to language learning and teaching, is provided. (Author)

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HANDBOOK FOR GRADUATE TEACHING ASSISTANTS

and

INSTRUCTIONAL ASSISTANTS

Raji M. Rammuny

DEPARTMENT OF NEAR EASTERN LANGUAGES AND LITERATURES
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN

1973

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INTRODUCTION

This Handbook is primarily designed for Graduate Teaching Assistants (GTAs) and Instructional Assistants (IAs) in the Department of Near Eastern Languages and Literatures (NELL). It consists of two parts. Part I includes policies and regulations relating to GTA/IA appointments. It should be made clear that no policy herein may contravene established College or University regulations. Part II provides useful information needed for basic orientation and training of prospective teachers in NELL. At the end of Part II, a reading list is provided so that Graduate Teaching Assistants, Teacher Trainees and Student Teachers may read further according to their own particular needs and demands.

Special thanks are due to the following for their participation and help in the preparation of this Handbook: members of the NELL Teacher Training Committee (Dr. Gene Schramm, Mrs. Sabahat Tura, Mr. Oded Borowski and Mr. David Peterson); Dr. Edna Coffin, who contributed so much in revising Part I which her GTA/IA Committee prepared last year; Miss Ziona Kopelovich and Mr. Richard Marrash who provided help in collecting and arranging some of the materials; Dr. Ernest N. McCarus who offered valuable comments on various aspects of the Handbook: Mrs. Carolyn Cowan who typed the final copy for the printer; and all our colleagues and GTAs who contributed directly or indirectly to this Handbook.

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May 1, 1973

Raji M. Rammuny
Chairman
Teacher Training Committee

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I. GRADUATE TEACHING ASSISTANTS AND INSTRUCTIONAL ASSISTANTS: POLICIES AND REGULATIONS.

The following guidelines have been designed to ensure complete understanding of the policies and regulations established by the Department of Near Eastern Languages and Literatures (NELL) in relation to Graduate Teaching Assistants (GTAs) and Instructional Assistants(IAs) employed by the Department. These policies and regulations shall be made known to candidates for the positions of GTA or IA at the time appointments are offered.

A. GRADUATE TEACHING ASSISTANTS

1. Qualifications.

   a. GTA shall preferably be a graduate student in NELL or Linguistics.

   b. Preference shall be given to candidates with either a good record of teaching experience or satisfactory completion of the department's methods course (NELL 865).

   c. In exceptional cases graduate students with outstanding background and/or qualifications may be considered even if they do not fit into the first two categories.

   d. Adequate mastery of both the target language and English is required.

2. Terms of Employment.

   a. There are three levels of Graduate Teaching Assistant: I, II and III. As a rule, initial appointments will be made in Level I. Appointments to Levels II and III constitute a promotion based on judgment of excellence.

   b. Initial appointments will be made on the semester basis.

   c. Second-year appointments may be made for the academic year.

   d. Promotions to Levels II and III Graduate Teaching Assistant status shall be made upon recommendation by the NELL Teacher Training Committee, and will depend on the following:

      (1) Clear evidence of superior performance and promise as a reflected by a formal process of evaluation;

(2) Good scholastic standing as a graduate student;

(3) Evidence of continuous progress toward the Ph.D. degree at, at least, the normal rate for the department;

(4) Promotion to Level II requires that the individual should have served successfully for at least two terms as a GTA in the previous rank; GTAs promoted to this level are expected to assume more responsibility than Level I GTAs;

(5) Promotion to Level III should be reserved for GTAs who have demonstrated outstanding and commendable teaching performance and progress toward degree and are given responsibility for teaching courses in NELL under the supervision of a faculty member;

(6) In certain instances, and on the recommendation of the committee, an individual who is especially well qualified may be appointed to either rank, even though he/she has served as a GTA for somewhat less than the amount of time stated in (4), or has not yet served.

e. GTAs should adjust their study schedule according to teaching responsibilities. The sum total of hours spent in active teaching an studying (course work) shall be restricted to a minimum of nine (9) hours (6 hours of course work and 3 hours of contact in teaching) and a maximum of fifteen (15) hours (6 hours of course work and 9 hours of contact in teaching).

f. Service as a GTA at whatever level(s) will ordinarily not extend beyond five calendar years.

3. Procedures of Employment.

a. Positions for GTA shall be advertised and written applications will be received. The applicant will submit a brief resumé of pertinent experience, the most up-to-date copy of his transcript and will request three letters of recommendation to be sent to the Department.

b. The Committee will review the final list of GTA candidates and screen out those who fail to meet departmental standards; the names of the eligible candidates and some background information shall be provided to the members of the NELL faculty for their comments and recommendations. The final selection will be made by the course

instructor with the approval of the Teacher Training Committee and the Department Chairman.

c. A standard letter specifying terms of employment shall be sent to GTA before final hiring, preferably by April 1 of the preceding Spring. GTA's response to this letter is required within a period of fifteen (15) days following the date of the appointment offer.

4. Remuneration.

The salary fractions of GTAs are determined by contact hours and level of responsibility for section taught. The salary scale is determined by the College of Education, Science and the Arts.

1/2 Time	10 contact hours
3/4 time	9 contact hours
1/2 time	6 contact hours
1/4 time	3 contact hours

The time given for GTA appointments is based on a 40-hour work week for a full-time appointment. Accordingly the time given for a half-time appointment (ex contact hours) is approximately twenty (20) hours per week on the average for all assigned duties, including all phases of the activity.

5. Privileges.

a. GTAs are considered members of the staff, and as such are entitled to staff benefits and privileges as established by University policy.

b. GTAs may serve on departmental committees as deemed appropriate by the department chairman and the Teacher Training Committee.

6. Responsibilities.

The principal responsibilities of the GTA shall be as follows:

a. To teach language classes either in collaboration with the Course Instructor (CI) or classes under his supervision. GTAs are responsible for full cooperation with CIs. The degree of supervision will depend on the degree of qualifications of GTA.

b. To prepare supplementary teaching materials and implement class procedures as necessary and appropriate. GTAs are expected to be qualified to teach in their field of specialization; the more qualified they are the the less outside preparation for class should be required, but it is expected that GTAs will devote all the time necessary for adequate preparations for class instruction.

c. To observe classes taught by CI and/or experienced GTAs during their first year of teaching. CIs determine the number and type of classes to be observed.

d. To attend the NELL pre-teaching conference and participate in Teacher Training Seminars held during the year.

4. Evaluation.

CIs should provide an on-going critique of GTA's teaching in order to help judge the quality of their teaching and to point out areas of strength and areas needing attention. For this purpose, the NELL Teacher Training Committee has developed two evaluation forms: one for the evaluation of GTAs by the supervising instructors and other NELL staff members, and the other for student evaluation of the courses taught by GTAs and/or instructors. (For samples of GTA evaluation and course evaluation forms see Part II of this Handbook). Three GTA evaluation reports filled out by NELL faculty members and one set of course evaluations filled out by students in the GTA's class as stated above should be placed in each GTA's file by the end of the Fall semester and also by March 15 of the Winter semester in order to give the Teacher Training Committee sufficient time to review GTAs' files for reappointment and promotion purposes.

The following guidelines have been suggested for the implementation of GTA Evaluation and Course Evaluation.

a. GTA Evaluation

It is department policy:

(1) That GTAs be informed at the beginning of the term that their classes will be visited from time to time by NELL staff members.

(2) That an effort be made to arrange a mutually convenient time for the evaluation visit and to acquaint the observer with the overall context of the lesson to be observed.

(3) That each evaluation visit be followed by a meeting between GTA and observor in order to discuss and c the reactions of the observor and suggest areas ne improvement.

(4) That each Class Visit Report (CVR) be signed by c vor and GTA visited.

(5) That GTA disagreement with the contents of the CV noted in a written statement to be submitted by GT representing the differences in opinion. Such a st ment should be attached to CVR before it is sent t Administrative Assistant to be placed in the GTA f

(6) That copies of CVR be kept with observor, GTA a GTA folder.

(7) That Faculty Teaching Committee review all evalu reports of GTA in order to make recommendations for retaining and promotion and also to resolve conflicts resulting from differences in opinion between GTA and visitor.

B. Course Evaluation

It is department policy

(1) That Course Evaluation (CE) forms be distributed by instructors in charge of elementary and intermediate courses to all language sections at the end of each semester.

(2) That each class or section taught by more than one person be given enough copies of the CE forms in order to provide for evaluation of all the teaching staff involved.

(3) That students be told to fill out CE forms in class and hand them to course instructors.

(4) That all CE forms be reviewed first by CIs and GTAs in order to collect information concerning their teaching and, second by NELL Administration for information related to the improvement of curriculum and teaching performance.

(5) That information gathered from CE be used the following semester for the improvement of methods and for instructional quality as well as for clarification of some points or issues which the students have raised.

8. Grievance Procedures:

   a. Any grievance arising out of the GTA-instructor or GTA-student relationships should be discussed first by the parties involved. In the case of GTA-student problems the discussion should include the instructor as well. When necessary student participation should be elicited.

   b. When the above procedure fails to resolve issues, the next step is recourse to the Teacher Training Committee. If one of the involved parties is a member of the above committee, he/she will excuse himself/herself from the discussions. Results of deliberations should be communicated to the Chairman of the Department.

   c. When the second step fails, an impartial provisional committee comprising a) the department Chairman; b) a student majoring in the department, preferably an upperclassman, and c) a member of the faculty not involved in the particular language or area of study shall be appointed by the Chairman and chaired by him. The decision of this committee should be a final decision. Any other steps involve procedures outside of the departmental level, i.e., on the college level.

9. Termination of Appointment.

   A GTA appointment normally terminates at the end of the term(s) specified in his letter of appointment. However, before final decisions involving premature termination of a GTA appointment because of unsatisfactory teaching performance or conduct are made, a written notification shall be sent to the GTA by the department Chairman specifying the areas under question and urging the GTA to correct them. A copy of this notification should be sent to the Dean of LSA. If the GTA so notified does not remedy the situation satisfactorily within a period of two weeks from the time of the written notification, the procedure included in item (c) above will be followed.

10. Responsibilities of Course Instructor Toward Graduate Teaching Assistants.

    The responsibilities of the Course Instructor shall be as follows:

    a. To make sure that new GTAs visit a minimum of five (5) classes taught by him and/or experienced GTAs during their first semester of teaching and discuss with them their observations.

    b. To visit classes taught by GTAs and discuss with them matters related to their teaching.

    c. To guide GTAs in preparing lesson plans for their classes and observe them while trying them out in class.

d. To guide GTAs in collecting and/or preparing the teaching materials required by the course;

e. To provide training in making tests and grading them, especially for those GTAs who have not attended NELC methods course;

f. To collaborate with GTAs in making mid-term and final exams and in grading them;

g. To meet with GTAs in weekly conferences to check on their schedules and progress and handle their questions;

h. To evaluate GTAs' teaching and progress in order to encourage good practices and improve those needing attention. In this regard, CI should fill out two of the GTA Class Visit Reports used for GTA evaluation;

i. To keep a file on all of his observations of GTAs and his meetings with them.

B. INSTRUCTIONAL ASSISTANTS

1. Conditions of Employment.

a. The IA shall preferably be a graduate student of the Department of Near Eastern Languages and Literatures.

b. In case such students are not available, an IA can be recruited from the outside with appropriate qualifications to be determined by the instructor of the course.

c. The IA shall work under the direct supervision of the course instructor. He/she is responsible for full cooperation with the latter and vice versa.

2. Procedures of Employment.

a. An IA shall be employed for a stated period of time on an hourly wage basis.

b. The supervising instructor is responsible for monitoring the effectiveness of his/her IA and providing any necessary guidance.

3. Responsibilities.

a. The responsibilities of an IA may include the following:

(1) Preparation of materials complementary to existing materials;

(2) Correction of homework and examinations;

(3) Language laboratory duties such as supervision of activities; recording; etc;

(4) Contact hours in class (drill);

(5) Office hours;

(6) Technical typing;

b. The hours required for any of these is to be determined by mutual understanding of both the instructor and the IA in accordance with the common standards of the University.

c. The course load taken by the IA (i.e. the number of credit hours taken by him/her as a student) shall be adjusted according to the number of hours required in teaching. (This does not apply to non-students, nor to IAs who do not actually engage in teaching activities.)

4. Remuneration.

Pay shall be on an hourly basis in accordance with University regulations.

C. PRE-TEACHING CONFERENCE

GTAs and, as appropriate, IAs are required to attend the NELL pre-teaching conference which is held at the beginning of the Fall semester each year, as well as Teacher Training Seminars held during the year. This will provide GTAs and IAs with some basic training and orientation needed for their assignments.

II. METHODOLOGIES

A. OUTLINES OF NELL METHODS COURSE 865 (The Teaching of Near Eastern Languages)

NELL Methods course 865 (The Teaching of Near Eastern Languages) started in the Fall semester of 1971 as an outcome of the Department's reorganization of its instructional program. The main purpose of this course is to provide prospective teachers of Near Eastern Languages and Literatures with basic training needed for language teaching regardless of the trainee's language of specialization.

Students taking this course are of two types: (a) Teacher Trainees (TTs) who have completed a three-year study of a Near Eastern language and/or achieved mastery of the language of their specialization and (b) graduate Student Teachers (STs) who are willing to offer assistance and guidance to elementary and intermediate students who need extra help in their language studies. TTs take the course in full and do all the work described in the outline below, for five (5) credit hours. STs, on the other hand, are required to undergo minimum training and therefore enroll in this course for two (2) credit hours only. Their training involves an hour of class observation or tutoring and another hour for discussion of teaching procedures and problems related to their tutoring or reading assignments. The following is the outline for NELL 865:

1. Attendance at a pre-teaching conference.

2. Classroom observation (2 weeks--12 class sessions).

   TT observes actual teaching in classroom, discusses his observations with the Course Instructor (CI) or the Senior Graduate Teaching Assistant (SGTA) in charge of the course, and then draws up lesson plans of the teaching observed with the help and guidance of CI/SGTA.

3. Teaching practice.

   a. 15 to 40-minute sessions. (4 weeks--once a week).

      (1) CI/SGTA guides TT in preparing a lesson plan for the teaching of pronunciation, observes him while trying it out in the classroom, and then confers with him after the class with regard to his teaching.

      (2) TT practices teaching a basic text of a lesson, using a lesson plan. CI/SGTA does the same as above.

(3) TT explains grammar to class, using a lesson plan as in (1) above.

(4) TT conducts a drill session, using a lesson plan as in (1) above.

b. 50-minute sessions. (2 weeks--once a week).

TT teaches one class session per week, following an outline of the section(s) of the lesson he will present to the class. CI/SGTA observes TT teaching and confers with him immediately after class.

c. Whole-lesson sessions. (5 weeks--once a week).

TT teaches a complete lesson per week following same procedures as above.

4. Grading and test experience.

During the period of practice teaching, TT receives training in grading assignments and tests. TT is given samples of old quizzes, tests, and exams to look at and discuss with CI/SGTA. Papers and tests graded by TT should be given to CI to be checked before they are returned to students. Under CI/SGTA guidance, TT prepares and grades the required quizzes and tests for the complete lessons he teaches.

5. Preparation of teaching materials.

TT should be given some responsibility for collecting and preparing some of the teaching materials required by the course.

6. Exchange of visits.

a. TT should visit CI/SGTA classes as well as other language classes in NELL and other foreign language departments on the campus, in order to gain insight into various approaches and techniques which are in practice. TT discusses his observations with CI/SGTA and/or writes a short report on his visit(s).

b. CI/SGTA attends all TT classes and discusses with him matters related to teaching.

7. Assigned readings.

Throughout the course, CI/SGTA refers TT to a reading list including articles, in professional journals and books, on foreign language learning and teaching. TT is free to read on his own and suggest new articles to be added to the reading list.

8. Evaluation.

CI keeps a file on all his observations of TT classes as well as the meetings and discussions between them. This file serves as a good source from which evaluation of TT teaching experience and competence can be drawn.

9. Group meetings.

All TTs and CIs/SGTAs meet together once a month in order to: a) exchange teaching experiences; b) discuss and analyze teaching problems of common and general nature and make a coordinated attack on them; and c) handle unusual class situations.

B. LESSON PLANS

The following are samples of lesson plans which were prepared and used by TTs and STs in the Teacher Training Program. They have been selected from each of the language programs in the Department of Near Eastern Languages and Literatures and demonstrate various phases in the training program: a) observation of classes in session (1 and 2); b) practice teaching (3, 4 and 5); c) teacher training seminar (6); d) demonstration of teaching techniques [on videotape] (7). Formal lesson plans are used for nearly all instructive purposes, but as a prospective teacher gains experience during the practice teaching phase, he need only prepare an informal outline (5), which should allow him to remember the points he wishes to cover in a given class without loosing continuity. The last group of lesson plans (7) accompany videotapes of lessons demonstrating various teaching techniques and the implementation of lesson plans.

1. Jacqueline Murgida

LESSON PLAN
(OBSERVATION)

INSTRUCTOR:	Dr. Raji Rammuny.
DATE:	Feb. 2, 1972.
CLASS:	Arabic 312.
LESSON:	Basic Text, Lesson 34, EMSA.
AIM:	Teaching the basic text of Lesson 34.
MATERIALS:	EMSA textbook.
TIME:	30 minutes.

HEADINGS	PROCEDURE
I. New vocabulary.	
A. Introduction of new vocabulary.	Instructor read each item in list aloud, having students repeat in unison.
B. Reinforcement.	Instructor had individual students recite several words, going through list twice.
C. Vocabulary explanation.	Instructor clarified meanings of difficult words; giving examples of how some words are used from time to time.
II. Basic text.	
A. Reading of translation of text.	Instructor asked students to read the English translation of the new text for about two minutes.
B. New text.	Instructor read through text by phrases, repeating each phrase twice, while students listened and marked vowels.
C. Reinforcement.	
1. Choral repetition.	Instructor read through text, phrase by phrase, having students repeat each phrase in unison.
2. Individual repetition.	After choral repetition of one or several sentences, instructor had one or more individual students read the material just covered.
D. Individual reading.	Instructor asked individual students to read several consecutive sentences (about 1/4 of text.) Then he had one student read the entire text aloud.

2. Richard L. Marrash

LESSON PLAN
(OBSERVATION)

INSTRUCTOR:	Mrs. Ma.
DATE:	10 December 1971.
CLASS:	FELL 361, Intensive Chinese.
LESSON:	Listening Drill, Pattern Practice, and Dictation.
AIM:	To test comprehension and reinforce structures.
MATERIALS:	Tape recorder and textbooks.
TIME:	50 minutes.

HEADINGS	PROCEDURE
I. Listening Drill.	Instructor plays part of selection on tape at intervals.
A. Comprehension.	Then instructor asks class to answer questions based on the text.
B. Structure identification and practice.	Instructor asks meaning of various idiom groups and works with individual students one at a time to produce given structure.
	Emphasis on rapid response to instructor's questions.
II. Sight Translation.	Each student, one at a time, reads passage in text in selection entitled "English to Chinese".
	Recently-learned or difficult structures are repeated by class.
	Instructor switches back to tape for structures comparable to those in passage.
	Instructor asks a question of one student or another based on the passage just completed for which the appropriate answer is expected.
III. Dictation.	After having worked over the taped selection as a listening drill and an introduction for sight translation, instructor plays back taped selection--phrase by phrase--as a dictation.

3.

LESSON PLAN
(PRACTICE TEACHING)

INSTRUCTOR:	Richard L. Marrash.
DATE:	30 November 1971.
CLASS:	Arabic 311.
LESSON:	Basic Text, Lesson 26, EMSA.
AIM:	To introduce new vocabulary items and continue reading practice.
MATERIALS:	EMSA Textbook.
TIME:	Thirty minutes.

HEADINGS	PROCEDURE
I. Introduction.	
A. New vocabulary.	While students listen, recite the list of new vocabulary items.
B. Reinforcement through production.	Call upon one student at a time to recite two or three vocabulary items until each student has participated, then call upon one student to recite entire list.
II. Reading of Text.	Have students spend a couple of minutes reading English translation of text.
A. New text.	While students listen, read through the basic text once, phrase by phrase.
B. Reinforcement.	
1. Repetition in unison.	Go through text again, phrase by phrase, having entire class repeat.
2. Individuals read parts of text.	From time to time, while class is repeating in unison, call upon individual students to read the lines of dialogue just covered. This may be done by having one student read the question in the dialogue and another student read the answer. Do this after 2, 4 and 8 lines of dialogue, having the students chosen read all the lines covered up to that point.
C. Production.	
1. As a group.	Have the class take one (1) part in the dialogue while you take the other, or divide class into two parts, each having one part in the dialogue.
2. As individuals.	Have pairs of students go through the dialogue.
3. Continued practice.	If time permits, continue practice in basic text having students make necessary number and ge changes.

4.

LESSON PLAN
(PRACTICE TEACHING)

INSTRUCTOR:	Jimal Ragep
DATE:	March 15, 1973.
CLASS:	Arabic 312.
LESSON:	Grammar, Lesson 47, EMSA.
AIM:	To introduce the grammar items in this lesson and answer questions concerning time.
MATERIALS:	Textbooks and blackboard.
TIME:	35 minutes.

HEADINGS	PROCEDURE
I. Introduction.	Explain to class that the grammatical items introduced are, though important, for recognition only and need not be mastered.
II. Suffix "ئِذٍ"	Introduce usage with preposition "بعد" explaining that "ئِذٍ" is the most frequently used; then give other examples- "حِينَئِذٍ" "يَوْمَئِذٍ" "وَقْتَئِذٍ" "عِنْدَئِذٍ" and meanings. Give an example for each, writing it on the board for 2 items, asking class to supply other 2 examples.
III. ملك من الملوك "a certain king"	Point out definiteness of second noun: give examples using possessive (مملوك للأمير) ل as equivalent to "مملوك من مماليك الأمير". Class supply similar examples.
IV. Proclamatory use of perfect tense.	Use text and read examples from it. Ask if everyone understands at appropriate junctures.
V. Ḥal clause. A. Explanation.	Tell class that Ḥal clause modifies a noun or pronoun by giving the circumstances of the person or thing modified: write example on board.
B. Particulars.	Point out the following: A. Always begin with "و". B. Used with equational or verbal sentences C. Perfect verb must be preceded by "قد" or, if negative, "ولم" or "وما". D. Imperfect preceded by "وهو" or, if negative, "ولا" "وما" equivalence of imperfect to use of participle. E. Exceptions to "D." يصل، يضحك Verbs of sight and ones with duration over time-inherent in meaning
C. Drills 1 and 2, pp. 455-6.	Explain what drill is for: do a selected number of these drills as they are more or less repetitive; try to dissuade questions on Ḥal.

5.

LESSON PLAN
(OUTLINES)

[Prepared by William Frazier for a two-hour class in Arabic 311 to teach Lesson 20 of EMSA, 3 November 1972.]

1. Review imperfect singular using chart on p. 173--books closed.

2. Read model in Drill 6, p. 175 having students repeat, follow with cue/response technique.

3. Have students make transformations in Drill 8, p. 176.

4. Same in Drill 9, p. 176.

5. Introduce Basic Text of Lesson 20.

6. Explain the imperfect plural, reinforce with cued response drill.

7. Assign each of the plural pronouns. نحن ، أنتم ، هم to a group and do Drill 1, p. 179 by cued response.

8. Homework: Write Drill 10, Lesson 20.

LESSON PLAN
(FOR TEACHER TRAINING SEMINAR)

INSTRUCTOR:	Richard L. Marrash.
DATE:	5 October 1972
CLASS:	Teacher Training Seminar
LESSON:	Phonology--the consonant غ
MATERIALS:	Lesson Plan Handouts, blackboard as needed
TIME:	Ten minutes.
AIM:	To demonstrate a typical pattern of class instruction utilizing a lesson plan, here a review and reinforcement of the pronunciation of consonant .

HEADINGS	PROCEDURE
I. Introduction.	
A. Points of Articulation.	Describe points of articulation relevant to production of the sound of the consonant in non-technical terms, if possible. Be sure to account for all the phonetic dimensions of this sound, namely voice, velarity, and fricativeness.
B. Demonstration of Sound of : " غ " 1. Demonstration words: غال، رغو ، ساغ	Demonstrate sound غ in initial, medial and final position. Have class repeat in unison. Demonstrate again. Point to individual students to repeat.
2. Minimal Pair contrast خ ' غ --Demonstration words: خال، غال، رخو، رغو، ساخ، ساغ	Continue correcting difficulties by explaining contrast of غ with غ along voiced/unvoiced dimensions. Demonstrate with minimal pairs, proceeding as in B.1. above.
II. Practice.	
A. Repetition Drill: (Drill 1, EMSA, p. 65) خرخر-غرغر تخمير-تغمير شخر-شغر تفريخ-تفريغ ساخ-ساغ خال-غال خلاق-غلاق خير-غير رخو-رغو	Pronounce a word with غ . Class repeats in unison. Then produce a minimally contrasting word with. خ Class repeats. Continue until list has been completed. Then call upon individual students to read contrasting pairs.
B. Reading Drill: (Drill 2, EMSA, p. 66)	Point to individual students to pronounce a few words of the drill. Continue until each student has participated. Correct pronunciation.

7.

LESSON PLAN
(TO ACCOMPANY ARABIC VIDEOTAPE)

INSTRUCTOR:	Richard L. Marrash.
DATE:	1 February 1973.
CLASS:	Arabic 312.
LESSON:	Grammar, Lesson 38, EMSA; Verbal Noun Form II, III, IV
AIM:	To introduce students to the predictability of the Verbal Noun of the derived forms.
MATERIALS:	Textbooks and blackboard.
TIME:	15 Minutes.

I. Introduction. This lesson was done in Arabic during a video taping session.

Our lesson for today in the grammar section is the Verbal Noun (masdar). Let us begin by reviewing Form I. The Form I masdar is irregular. The following are some examples of this type:

Form I	Examples
فَعَلَ ـ فَعْلٌ	بَحَثَ ـ بَحْثٌ (وَضَعَ، جَمَعَ)
فَعَلَ ـ فُعولٌ فَعَلَ ـ فِعالٌ	جَعَلَ ـ جُعولٌ (وَصَلَ، حَضَرَ) ذَهَبَ ـ ذِهابٌ

II. Let us pass on to today's lesson: the masdar of Forms II, III and IV.

A) Form II

	Examples
فَعَّلَ ـ تَفْعيلٌ	دَرَّسَ ـ تَدريسٌ (قَرَّرَ، عَيَّنَ)

Turn to drill 4 on page 353.

B) Form III

	Examples
فاعَلَ ـ مُفاعَلَةٌ	شاهَدَ ـ مُشاهَدَةٌ (ساعَدَ، شارَكَ)

Notice that the verb سافَرَ is irregular, its masdar being سَفَرٌ.

Turn now to Drill 5 on page 353.

C) Form IV

	Examples
أَفْعَلَ ـ إِفْعالٌ	أَكْمَلَ ـ إِكْمالٌ (أَكْرَمَ، أَخْبَرَ)

Turn to Drill 6 on page 354.

LESSON PLAN
(TO ACCOMPANY ARABIC VIDEOTAPE)

NSTRUCTOR: Raji Rammuny.
DATE: February 8, 1973.
CLASS: Arabic 312.
LESSON: Lesson 38, EMSA.
SUBJECT: Review.
MATERIALS: Handouts of English passage for translation, blackboard.
AIM: To review vocabulary and grammatical features of Lesson
TIME: 15 minutes.

HEADINGS	PROCEDURE
. Introduction.	Teacher (T) tells class in Arabic that the re session will include two items (a) a composi in Arabic prepared by one of the members o class and (b) translation of the English pass handed out to students the day before. T ac that both review items are mainly intended t provide practice in using vocabulary and gra tical points included in Lesson 38 and the m recent lessons.
I. A. Oral reading of composition by Student (S)	T asks class to listen carefully as S reads h composition and to take notes in order to ide errors or make comments later. T then cal to read his composition aloud.
B. Explanation and correction of errors.	T asks students to point out errors (if any) by S and to correct them. T explains and co others errors. Then class and T ask S ques
II.A. English-Arabic translation on blackboard	T asks individual students to go to blackboa write the translation of the assigned English Each student translates only one sentence.
B. Explanation and correction of errors	T calls on individual students to read aloud lation they put on the blackboard, starting w first sentence. After that, he asks the class reactions to the translation and then explain corrects mistakes.
C. Homework assignment	T asks students to write down the translatio whole English passage at home and hand it t at the next class meeting.

7.

LESSON PLAN
(TO ACCOMPANY ARABIC VIDEOTAPE)

INSTRUCTOR: Ernest Abdel-Massih.
DATE: February 8, 1973.
CLASS: Arabic 413.
MATERIAL: Textbook (MSAII), blackboard.
AIM: Discussion of the basic text of Lesson 14: 'Customs and Feasts in the Arab World'.
TIME: 15 minutes.

HEADINGS	PROCEDURE
I. Introduction:	Teacher (T) tells class that he is going to discuss with them in Arabic the contents of the basic text of Lesson 14.
II. Discussion & Conversation:	*T asks questions in Arabic. Students individually answer his questions. T alternates this by giving some statements based on the passage and then calling on individual students to complete these statements. The following are the translations of some of the questions given:* *What is the title of this passage?* *What are the main points discussed in this lesson?* *What did we learn about visitation and marriage in the Arab world from this lesson? etc.*
III. Review drill.	*T asks individual students to give the Arabic translation of some of the English sentences included in the review drill.*

LESSON PLAN
(TO ACCOMPANY PERSIAN VIDEOTAPE)

INSTRUCTOR: David Peterson.
DATE: February 8, 1973.
CLASS: Persian 324.
LESSON: Dialog.
AIM: To introduce dialog and drill its new structures.
MATERIALS: Selected passage.
TIME: 30 Minutes.

HEADINGS	PROCEDURE
I. Dialog:	Get students to say smoothly and correctly, without reference to a text, the sentences of the dialog and to understand their meaning.
II. Question/Answer Session:	Encourage questions, in English, about points which may have remained obscure or only partially understood.
III. Drill:	Do oral drills on the new structures which the dialog has introduced.

7.

LESSON PLAN
(TO ACCOMPANY TURKISH VIDEOTAPE)

INSTRUCTOR: Sabahat Tura
DATE: February 8, 1973.
CLASS: Turkish 336.
LESSON: Reading, discussion and grammar drills.
AIM: To explain the reading section and increase fluency through questions and pattern practice drills.
MATERIALS: Mimeographed story: "Ali Baba and the Forty Thieves," Lesson 2
TIME: 50 minutes.

HEADINGS	PROCEDURE
I. Reading and discussion. A. Reading "Ali Baba and the Forty Thieves" (new excerpt attached with English translation.)	Students continue reading and discussion of story.
B. Vocabulary and Structural Analysis.	Certain vocabulary items and structures are extracted by teacher (T). Questions are asked of students in Turkish about these structures. Through questions the meaning becomes clear. Then to encourage the mastery of these vocabulary items and structure variations of these are asked of each student in turn.
C. Translation.	Passage is then translated into English to ensure comprehension of passage and grammatical construction.
D. Students' Questions.	Students ask each other questions in Turkish based on the paragraph just read. T corrects S's mistakes.
II. Dialogue and discussion. A. Twenty-third lesson (p. 227) General practice	Dialogue is read by students who take turns in the parts. This is repeated. Teacher asks questions in Turkish on each part in turn with variation. Then students ask each other questions based on the dialogue.

III. Pattern practice drills (p. 237)
The question particles: why, which, how much, etc.

The questions of the drill are read by the students. Special attention is given to stress and inflection. Answers are read by next student, who then reads next question also--and so on.

English Translation of Reading
Ali Baba and the Forty Thieves

So Kasim drove his five asses to the mountain. He said, "Open sesame." The door opened, and he drove the asses in. He put on each of the five asses as much gold as it could carry. When he was ready to drive them home again, he pointed to the door and said, "Open sepane," but the door did not open. He thought, "The word is not sepane; but it was a word beginning with 's', but he did not say "sesame": so the door did not open and he could not get out.

C. SAMPLE TESTS -25-

ARABIC 311 WEEKLY TEST

PHONOLOGY AND WRITING

In each item one word will be read to you twice. Listen carefully, then circle the word you hear.

٠١ باس	باس	صاب	باش
٠٢ فرك	قرف	برك	برق
٠٣ قوز	قور	كور	روق
٠٤ ضرب	ربض	برص	ربض
٠٥ لان	نال	بال	فان
٠٦ لاق	راق	كال	قال
٠٧ ناقص	ناقس	راقص	ناصر
٠٨ قريب	رفيق	بريق	بريق
٠٩ سفير	رصيف	صفير	قصير
٠١٠ فاتن	فتن	نايف	فاتر

PART II

Join the letters in each item into a word.

٠١ شَ + ب + ا + ب ←

٠٢ فَ + ا + رِ + س ←

٠٣ صَ + د + ي + ق ←

٠٤ ن + و + ر + ي ←

٠٥ كِ + ل + ا + ب ←

٠٦ ك + و + س + ا ←

٠٧ بِّ + ر + ق + و + ق ←

٠٨ تَ + ش + د + ي + د ←

٠٩ قَ + ر + ي + ب + ا + ن ←

١٠ شَ + ر + ى + كُ + كَ ←

PART III

Dictation. There will be five items, each one read twice.

ARABIC 311

اللغة العربية ٣١١

امتحان (WEEKLY)

١. اقرأ القطعة التالية ثم أجب عن الاسئلة

" نانسي " فتاة أمريكية . ذهبت الى لبنان ودرست اللغة العربية والتاريخ الاسلامي في الجامعة الامريكية في بيروت. لها صديق لبناني. اسمه " عادل" . ذهبت نانسي مع عادل الى مطعم عربي وأكلت الكباب . وبعد ذلك ذهبت معه الى السينما وشاهدت فلما عربيا بعنوان " في المطار "

١. شكل الكلمات التي تحتها خط — Vocalize the underlined words:

٢. أجب عن الاسئلة التالية — Answer the following questions:

ا. من أين نانسي ؟

ب. ماذا درست في بيروت ؟

ج. ما اسم صديقها ؟

د. ماذا أكلت نانسي في المطعم ؟

هـ. ما عنوان الفلم ؟

٢. تصريف — Conjugation (Vocalize verbs fully):

هو . شاهد فلما جديدا

هم

أنت

هي

أنا

أنتِ

نحن

سليم

الطلاب

Transformation: Sing. to Plural:

٢. تحويل مفرد ← جمع

١. حضر الطالب الى الصف

حضر الطلاب الى الصف

ب. رجع الاستاذ من لندن.

ج. أنا طالب جديد .

د. هو صديق من مصر .

هـ.هل أنت طالب ؟

و. شاهدت ولدا من كندا

ARABIC 311 اللغة العربية ٣١١

(QUIZ) امتحـــــان

اعط معنى الكلمات والجمل التالية:
Give the meaning of the following words and sentences:

diploma	رشّيس
secondary	طلاّب
national	كرسي
thanks	مساء الخير
big	سيّارة
American	مشهور
building	أجنبي
doctor	مراسل
history	قريب من
new	لغة

This is the instructor's book.
I learned Arabic in Lebanon.
What did you (m. sing.) study in Baghdad?
The secretary is new.
This lesson is easy.

ARABIC 312 اللغة العربية ٣١٢

(WEEKLY) امتحـــــان

١- املأ الفراغات (مع التشكيل التام)

ماضي معلوم	مضارع معلوم	ماضي مجهول	مضارع مجهول	أمر	اسم فاعل	اسم مفعول	المصدر
صَبَرَ							
انْقَضَى							
حَلَّ							
زادَ							
وَصَفَ							
أَسْعَدَ							
تَرْجَمَ							
أَنْفَقَ							

٢- ترجمـــــة :

We see in the history of the Arabs many important developments. Before the appearance of Islam, Arabic civilization had been a desert civilization. But the establishment of Islam in the countries which the Arabs conquered introduced new ideas into this civilization. The culture which developed became the basic model for Islamic society, which includes the Arab countries, North Africa, Turkey, Persia and others.

Modern developments in the Arab world include the awakening of Arabic society, political changes, and renovation of Arabic literature.

ARABIC 312 اللغة العربية ٣١٢

(Final Exam) الامتحان النهائي

١. القراءة والفهم

اقرأ القطعة التالية ثم أجب عن الاسئلة :

أراد صديق جحا أن يسافر الى المدينة. فذهب الى جحا وقال له : يا جحا، اريد أن آخذ حمارك لأسافر الى المدينة. فأجاب جحا : الحمار غير موجود اليوم في البيت. لقد أخذه ولدي وذهب الى قرية قريبة.

وبعد دقيقة سمع الرجل صوت الحمار في البيت. فقال: ماهذا يا جحا ؟ أنا أسمع صوت حمارك. فأجابه جحا : ليس حسنا منك يا صديقي أن تقول ذلك. هل تصدق الحمار ولا تصدقني.

1. Vocalize the first paragraph fully. ١. اشكل الفقرة الاولى تشكيلا تاما.

" أراد صديق ..... قرية قريبة "

2. Translate the second paragraph into English. ب. ترجم الفقرة الثانية الى الانكليزية

ب. ملء الفراغات

B. Fill in the blanks with the correct forms of the words between parentheses.

١. الهنات ..... بالعرس هذا اليوم (احتفل)

٢. اجتمعت مع ..... الدول الاجنبية في واشنطن (مندوبون)

٣. النساءلن ..... الى الموْتمر . (سافر)

٤. ..... هم المراسلون ..... قابلوا الرئيس اللبناني (هذا ، الذي

٥. جامعتها من الجامعات ..... في العالم (مشهور)

٦. لم ..... الوزراءفي باريس الأ خمسة عشر ..... (بقي ، يوم)

٧. الرئيس يمكسون من ..... رؤساء العالم . (عظيم)

٨. قال الطلاب أنهم ..... للامتحان ،ولكن ، فريد ، لم .....

مستعدا . (مستعد ، كان)

٩. ..... اللغة العربية في الصف يا طلاّب . (يتكلم)

C. Fill in the blanks with the appropriate forms required and vocalize them fully:

ج. ملْ الفراغات مع التشكيل التام

ماضي	مضارع	اسم فاعل	مصدر	أمر
اخْتَلَفَ	يختلف	مختلف	اختلاف	اختلف
نامَ				
عَيَّنَ				
أَعْطى				
تَبادَلَ				
قَرَأَ				

D. Rewrite the following passage using
a) 3rd person feminine singular
b) 3rd person masculine plural

د. تحويل

يقدم الطلاب امتحان اللغة العربية هذا اليوم. الطالب مستعد للامتحان لانه درس كثيرا. سيذهب الطالب بعد ذلك لزيارة عائلته واصدقائه في كندا.

E. Translate into Arabic:

The changes in political thought in the Near East are seen in the new political forms which have developed in our time (i.e. our days). Early (i.e. ancient) Islamic society was built upon the Caliph, who was very strong in his rule. But today the head of State in the Arab world must represent his people.

F. Write down in Arabic:

a) three proverbs or
b) three Koranic verses or
c) three lines of poetry or
d) a combination of a, b, c.

ARABIC 412 اللغة العربية ٤١٢

(WEEKLY) امتحـــــان

١. دخل أبو زياد في مرحلة صراع نفسي بين مشاعره الابوية وشعوره الانساني نحو الطفل الصغير (باشع الملكة). كيف حدث ذلـــــــك وما أثره، وما رأيك في هذا الموضوع ؟

٢. ترجم الى العربية:

It is worth mentioning that education is an important factor in the progress of any nation. Today the Arab world is paying great attention to education. At all levels there education is almost free. Also, it is now obligatory at the primary level. But the Arab world still faces two serious educational problems; namely, the problem of illiteracy and that of the underdevelopment of technical schools. The Egyptian Ministery of Education is trying to encourage technical education by increasing the number of agricultural, commercial and industrial schools as well as by guiding its citizens in a manner which bestows prestige on (= gives importance to) manual labor.

UNIVERSITY OF MICHIGAN
DEPARTMENT OF
NEAR EASTERN LANGUAGES AND LITERATURES
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Arabic 412--Final Examination

INSTRUCTIONS:

For Question I, translate the passage into Arabic and fully vocalize the verbs; i.e., only the verbs are to be vocalized, but the entire passage is to be translated.

For Question II, answer any three of the six parts.

I. Under the Ottomans the Lebanese had encountered a great deal of injustice which they had not encountered under any other rule. Many of them were forced to flee to Egypt. Some remained there (in Egypt); those who did not remain in Egypt decided to emigrate to the U.S.

The Lebanese are known for their ambition and are famous for their love of adventure. The Lebanese communities (colonies) are now found in almost every big city in the U.S. As soon as they settled down they realized their need for religious, cultural and social institutions to look after (serve) the members of their community. They built churches and mosques, but they did not build them until they became rich.

At the beginning the Lebanese women complained ("to complain [about]" (من) شكا) that they did not like life in this strange country (all of) which made the emigrees entice (tempt) their folks back home to emigrate in order to join them in their life in the mahjar. The success of the early (first) Lebanese emigrants tempted those in Lebanon to emigrate to the U.S.

القسم الثاني

(١) الجزء الأكبر من كتاب العربية المعاصرة - المرحلة المتوسطة يهتم بالعالم العربي، تكلم عن أحد المواضيع التالية:
١. الموارد الاقتصادية في العالم العربي
٢. تكوين المجتمع العربي

(٢) ما رأيك في مشكلة " هجرة الأدمغة " ؟ أسبابها نتائجها وعلاجها

(٣) ناقش احدى القصص التي قرأتها وأعجبتك من حيث الفكرة والموضوع والسياق الفني مع سرد بعض الحوادث التي توضح اجابتك.

(٤) وصفت الكاتبة السورية سلمى الكزبري الجيل الجديد بأنه جيل" القلق والعبث والتحرر من القيم الاخلاقية " ما رأيك في المقال ؟ اختر بعض النقط التي ذكرتها - ناقشها وعلق عليها مع ابداء رأيك الخاص وهل توافق على ماقالته أم لا؟ ولماذا؟

(٥) يمتاز يوسف السباعي بموهبة القص مما جعل رواياته وقصصه كلها مشوقة وقد رأينا ذلك بوضوح في روايته " رد قلبي " .
علق على هذه العبارة - هل توافق على هذا الرأي أم لا ؟ اذكر بعض حوادث القصة التي تساعد على توضيح اجابتك .

(٦) ماهي انطباعاتك الشخصية عن كتاب " العربية المعاصرة " المرحلة المتوسطة " ؟ هل الكتاب مناسب للسنة الثانية ؟ ناقش ما أعجبك وما لم يعجبك في الكتاب مع ذكر الاسباب .

Quiz in Modern Hebrew -- 318
(Winterm 1973)

שם

Vocabulary test מלא את החסר: חלק א'

1. אני רוצה ללמוד, _____ אני צריך עבוד קשה.
(but not)
2. אני רוצה לעזוב את _____ כאן.
(the place)
3. הוא גר רחוק מאוד מכאן ולא _____ לכאן נראל.
(wants)
4. גא לדבר יותר _____ אתה מדבר טהר מדי.
(slowly)
5. אינני מכיר את האיש, אך אני _____ שהוא מר וויליאמס.
(think)

חלק ב' הפוך משכר לנקבה:

1. הוא מסודנס טוב ולומד יפה.
   היא _____
2. הוא הלך הביתה לאכול.
   היא _____

חלק ג'

1. אתמול אתה כתבת.
   מחר אתה _____
   היום אתה _____
2. אתמול היא כתבה.
   מחר היא _____
   היום היא _____
3. אתה פתחת את הספר אתמול.
   אנחנו _____
   הם _____.
   הוא _____
   היא _____.

Test in Modern Hebrew -- 418 (Second Semester, Second Year)
(Winter 1973)

מבחן עברית 418

שם התלמיד : שם המדריך :

השלם את הטבלה: (נקד בבקשה)

Verb Table:

	זמן	בנין	מספר	גוף	מקור	
	עתיד	פִּיעֵל	יחיד	1		צ.ו.ה.
	רבים	פיעל	רבים	3		ב.ל.ה.
	בינוני	פיעל	יחיד	1,2,3		ס.ל.א.
	עבר	פיעל	יחידה	3		ש.נ.ה.
	עבר	פִּיעֵל	רבים	1		ש.ל.ם.
	עתיד	פִּעֵל	רבים	3		ב.ר.כ.
	בינוני	פיעל	יחידה	2		ק.ד.ם.
	עבר	פועל	יחידה	1,2,3		ק.ב.ל.
	צווי	פיעל	יחיד			ב.א.ר.
	עתיד	פועל	יחיד	3		פ.א.ר.

HEBREW 418

Change from Direct Speech to Indirect Speech:

הפוך בבקשה מדבור ישיר לדבור עקיף:

1. הוא אמר: "אכלתי ארוחת בוקר ושתיתי כוס קפה".

.1 _____

2. היא אמרה: "כל חופש אני נוסעת לבקר את הורי ".

.2 _____

3. היא אמרה: "כשאגמור את לימודי אסע לאירופה".

.3 _____

4. הם אמרו: "אנחנו לא מסכימים עם מדיניות הממשלה".

.4 _____

5. הן אמרו: "לעולם לא נרשה לכם לעזוב אותנו".

.5 _____

Change From Past to Future: הפוך לעבר ולעתיד:

1. יש כאן אוכל מצוין.

1.עבר: _____

1. עתיד: _____

2. אין לי זמן לשטויות.

2.עבר: _____

2.עתיד: _____

3. אין להם כוח ללמוד.

3.עבר: _____

3.עתיד: _____

4. יש ספרים מעניינים בספריה.

4.עבר: _____

4.עתיד: _____

5. אין לי רצון להשתתף "סלחסה".

5.עבר: _____

5.עתיד: _____

השלם את המשפטים:

1. כל הבחורים האלה שהשתתפו בסלחסה_____

2. הבחורה הזו שפגשתי ברחוב_____

3. לא כל אלה שבאו_____

4. זה שגורם ראשון את הבחינה_____

Content Questions:

"מקומות לשבת בהם"

ענה בקצרה על השאלות הבאות:

1. באלו מקומות אפשר לשבת בארץ?

_____

2. באלו מקומות אפשר לשבת בפריס?

_____

3. מהם המקומות שבהם אוהב הסופר עמוס קינן, לשבת ?

_____

Persian 423: Quiz on derivational morphology.

I - Fill the blanks with words derived by -هم from those underlined.

۱ به کسی که با او غذا میخوریم _____ میگوئیم.

۲ کسی که اهل { وطن / شهر } من است { _____ / _____ } من است.

۳ اگر دو نفر باهم شاگرد باشند _____ هستند.

۴ هر بچه‌ای که با من بازی میکرد _____ من بود.

۵ آقای مقبل _____ ماست. (در کلاس فارسی باهم هستیم.)

II - Fill the blanks with words derived by -انه from those underlined.

۱ بعد از رفتن مهدی به فرنگ احمد تصمیم _____ گرفت.

۲ به مجله‌ای که ماه به ماه چاپ میشود مجلهٔ _____ میگوئیم.

۳ مقدار متوسط بارانی که در یک سال میبارد خیلی کم است.

یعنی بارانهای _____ خیلی کم است.

۴ وقتیکه خیابانها و پل‌های اصفهان میبینم شاعر به یادم میاید. پس میتوان گفت که اصفهان جای _____ است.

۵ به نظر میاید که این نقش کار استاد است. پس میگوئیم که این نقش _____ است.

III - Fill the blanks with words derived by نا- from those underlined.

۱ تا فارسی یاد بگیریم باید تمرین کنیم. دیگر چاره‌ای نیست. یعنی _____ باید تمرین کنیم.

۲ به کسی که اصلاً هیچی نمیداند میگوئیم که _____ است.

۳ به چیزی که اصلاً پیدا نمیشود میگوئیم که _____ است.

۴ به کاری که تمام نیست میگوئیم که _____ است.

۵ به چیزی که محدود نیست میگوئیم که _____ است.

IV - Fill the blanks with words derived from the underlined words.

۱ در مهمانخانه‌ای نزول کرده بودم که غذا هم میدادند.

در مهمانخانه‌ای _____ داشتم که غذا هم میدادند.

۲ از هر چه ایرانی بود نافر بودم.

از هر چه ایرانی بود _____ داشتم.

۳ وقتیکه مدیر سخنرانی میکرد بچه‌ها ساکت بودند.

وقتیکه مدیر سخنرانی میکرد بچه‌ها _____ بودند.

٤ مهری گفت ــ احمد جان دو روز صبور باش.

مهری گفت ــ احمد جان دو روز _____ کن.

٥ به کسی که خیلی عاقل گفت میگوئیم که _____ دارد.

٦ اگر سَمّ به کسی بدهید اورا _____ میکشید.

I - Fill the blanks with words derived from the underlined words by one of the following affixes:

هم- ، غیر- ، -مند ، -انه ، بی- ، -ناک ، نا-

۱ اگر کسی بطور کلی هوش نداشته باشد میگوئیم که او _____ است.

۲ اگر با کسی در یک اطاق زندگی میکنم آن شخص _____ است.

۳ این معلوم نیست. یعنی _____ است.

٤ این کار ممکن نیست. یعنی _____ است.

٥ از سفر با هواپیما بیم بسیار دارم. یعنی برای من _____ است.

٦ کسی که نیاز دارد _____ است.

۷ به اندیشه ای که مثل اندیشهٔ کودک باشد اندیشهٔ _____ میکوشیم.

II. - Fill the blanks with the appropriate word which is related to the underlined words.

۱ کسی که خیانت میکند _____ است.

۲ نقاش کسیست که _____ میکشد.

۳ کسی که قصور میکند _____ است.

٤ چون کشورهای مغرب اسیا در امور فرهنگی با هم شریک بودند فرهنگ

_____ داشتند.

III.- Supply the singular or plural.

	مفرد	جمع
۱	عقیده	_____
۲	_____	مواقع
۳	فکر	_____
٤	_____	خطوط

TURKISH 355
QUIZZ

Türkçe 355 8 Aralik 1970

A. Boşlukları doldurunuz.

1. Şu kalemler kaça _____?
2. Çok _____düşmüş.
3. Kaç _____ bira içtiniz?
4. _____ kilosu kaç lira?
5. Affedersiniz, _____ iyi anlamadım.

B. Çevap veriniz.

1. Kathy ile Pınar neredeler?
2. Kapalıçarşıda ne yapmak şart?
3. PTT ne demek?
4. Hangi renkleri seviyorsunuz?
5. Okula nasıl geliyorsunuz?

C. Cümle yapınız.

1. hemen
2. o halde
3. tane
4. mümkün
5. fakat

TURKISH 355
TEST

TURKÇE 355

YAZILI YOKLAMA 1 Aralık 1970

A. Boşlukları aşağıda verilen kelimelerden en uygununu seçerek doldurunuz.

1. Kitaplarımız _____ galiba.
2. Dikkat et, sakın _____ otobüse binme.
3. Orasını daha evvel _____ görmemişler mi?
4. Bu filimlerin ikisi de çok _____.
5. Bunlar _____ sizin kitaplarınız mı?
6. _____ Aralığın onüçüydü.
7. Şimdi _____ onbire geliyor, degil mi?
8. Bu akşam evde kalacağım, _____ birisinden telefon bekliyorum.
9. Kütüphane şurada, müzenin hemen _____ tarafında.
10. O lokanta şehirden on kilometre _____.

meşhur, yanlış, saat, yakın, aynı, zaman, dün, çünkü, uzak
hakikaten, hiç, sağ, fakat, orayla, epey, ile, hepsi

B. Aşağıdaki cümleleri Türkçeye çeviriniz.

1. This lesson is quite hard.
2. There are beautiful pictures on the walls.
3. They (reportedly) stayed a short time in Bursa.
4. I'm going to have a lot of money soon.
5. What else did you buy at Kapalıçarşı?
6. The postman came a little while ago, but there are no letters for you
7. Gönül's uncle's son will be here shortly.
8. That's strange! I hear (I'm hearing) his name for the first name.
9. So, you see, Kathy, everything is very expensive.
10. Who do you want to work with?

C. Aşağıdaki paragrafı İngilizceye çeviriniz.

Pınar, Uğur, Oğuz, ve Kathy aynı üniversitede ögrenciler. Kathy Pınarlarda kalıyor. Sık sık beraber gezmeğe veya alışverişe gidiyorlar. Geçen Cumartesi günü Oğuzla eski bir futbolcunun lokantasına gittiler. Kathy buranın yemeklerini pek beğendi. Kathy gelecek hafta eski arkadaşlarından birini görmek için uçakla Ankaraya gidecek. Oradan da trenle Kayseriye gitmeği düşünüyor, fakat Şubatın yirmibirinde Pınarın partisi için İstanbulda olması lâzım.

D. Boşlukları uygun eklerle doldurunuz.

1. Öğrencilerden üç____ Amerikalı, altı___ Ingiliz, dokuz___ Alman.
2. Bu resimler_____ hangi_____ beğeniyorsunuz?
3. Oğuz futbol____ meraklı, ben _____ yüzme____.
4. Otel_____ bizi tanır, baba____ eski bir öğrenci_____.
5. Çay____ şeker____ masaya koyun, lütfen.
6. Kim___ arıyorsunuz, Gönül____ _____?
7. Nere____ ağrıyor, kollar_____ _____?
8. Postane_____ geçin, sol_____ ilk sokak_____ girin.
9. Şura_____, masa____ üst_____.
10. Bize Inci_____ ev_____ adres_____ verir misiniz?

TURKISH 355
FINAL EXAM

TURKÇE 355 15 Aralik 1972

YAZILI YOKLAMA Isim:

A. Altı çizili kelimlerin Turkçe karsılıklarını veriniz:

1. Who else did you see?
2. We're going to stay at another hotel.
3. Everyone but you is ready.
4. They both came at the same time.
5. I bought these lemons for twenty-five kuruş apiece.
6. Meat is fourteen lira a kilo.
7. Is the upstairs for rent?
8. Our place is not bad at all.
9. Do you have an extra pencil with you?
10. I didn't quite understand.
11. Today is the fifteenth of the month.
12. They want the three of us.
13. How many of these are you going to take?
14. Which of these pictures do you like best?
15. All four seasons are beautiful in Istanbul.
16. What place are you looking for?
17. They've invited both of you, haven't they?
18. Neither one of the movies is good.
19. Our guests did not like the weather here.
20. For some reason he never speaks Turkish with us.

B. Aşağıdaki cümleleri tamamlayınız:

1. (Kaya's leg) ağrıyor.
2. (your address) bilmiyorum.
3. (her children) hiç görmedim.
4. (from her doctor) telefon bekliyoruz.

5. (by me) oturuyor.
6. (near the table) hiç bir şey yok.
7. (to all of you) çok teşekkür ederiz.
8. (always) burada çalışır.
9. (yesterday suddenly) hastalanmışsınız. Geçmiş olsun.
10. (in which part of Turkey) oturmak istersiniz?

C. Gerekli takiları ekleyiniz:

1. Onlar_____ kalıyorum.
2. Benim arkadaş_____ tanıyor musunuz ?
3. Ders_____ sonra ben de geleceğim.
4. Bu kitap kaç_____ dersiniz?
5. Gönül_____ ne sormuşlar?
6. Acaba biz____ beklerler mi beklemezler mi?
7. Neler_____ meraklısınız?
8. Bu sene hangi filimler_____ gördünüz?
9. Biletler_____ kim_____ alıyorsunuz?
10. Sınıfımız_____ bir kız_____ öğrenci var.
11. Türkiye_____ her yer_____ gitmişler galiba.
12. Gönül bu_____ dün Uğur_____ duymuş.
13. Uğur senin notlar_____ ev_____ unutmus.
14. Masada_____ kitap kim_____ bilmiyorum.

D. Ingilizceye çeviriniz:

1. O kızın ismini hatırlamağa çalışıyormuş.
2. Iki ay evvel başladılar ama hâlâ bitiremediler.
3. Sizi saat tam beşte postanenin önünde bekliyeceğim.
4. Eylülden beri Türkçe çalışıyoruz, yani üç aydır.
5. Şimdi hemen şuradan bir dolmuşa biner, Lâleliye gidersiniz.
6. Uğur okulun doktoruna uğrayacak, çünkü boğazı çok fena ağrıyor.
7. Ben bu gün çok yeni bir şey denemek istiyorum.
8. New York'a neyle gitmemi tavsiye edersin?
9. Heryerde pazarlık etmek şart mı?
10. Lokantaya gitmek için artık hiç vakit yok. Şuradan bir sandviç al, ye.

D. EVALUATION REPORTS

CLASS VISIT REPORT

GTA's Name:

Date:

Class:

Lesson:

Subject:

Text Materials:

Time:

Comments:

1. GTA's preparation and organization of material.

2. GTA's explanatory adequacy.

3. Teaching techniques used.

4. GTA's command of target language.

5. Use of target language in class

CLASS VISIT REPORT, PAGE 2

6. GTA's rapport with class.

7. Participation of students in classroom discussions.

8. GTA's reaction to students' responses and questions.

9. Class pace.

10. Blackboard use.

11. Class discipline.

12. Class atmosphere

13. Additional remarks.

CLASS VISIT REPORT, PAGE 3

SUMMARY

Date:

Items discussed:

Recommendations:

Observer's signature:

The observer has reviewed and discussed the contents of the Class Visit Rep
with me.

GTA's signature:

DEPARTMENT OF
NEAR EASTERN LANGUAGES AND LITERATURES

EXPERIMENTAL COURSE EVALUATION
(LANGUAGES COURSES)

The Department of Near Eastern Languages and Literatures Experimental Course Evaluation is a cooperative process designed by a group of students, teaching fellows and instructors representing NELL language courses. The preparation of this evaluation form and the criteria areas included in it are based on the recognition of the fact that students' involvement in and reaction to the teaching-learning process is very beneficial for the improvement of instructional quality, and the instructor's performance and NELL curriculum (languages courses) as a whole.

INSTRUCTIONS:

This evaluation form consists of a check list of items, the majority of which are followed by four responses based on a scale of 1-8 points (1 = lowest, 8 = highest, and 4-5 = mid-point). Please read each item carefully, then circle the number of the response which represents your best choice. Following each item and its responses, space is provided for additional comments pertinent to the item in question. If you feel the question is inapplicable or you are unable to make a judgment, please indicate so under the comment section.

At the end of the questionnaire please make any suggestions or comments you have about the format of this questionnaire.

April 9, 1973

Course No._____ Instructor_____ Date_____

1. Instructor's statement of course objectives, materials, techniques, etc.

Very clear		Clear		Somewhat clear		Vague	
8	7	6	5	4	3	2	1

Comments:

2. Course content and materials.

Very good		Adequate		Somewhat adequate		Bad	
8	7	6	5	4	3	2	1

Comments:

3. Supplementary materials provided by instructor.

A great deal		Adequate		Somewhat inadequate		None	
8	7	6	5	4	3	2	1

Comments:

4. Class pace.

Suitable		About right		Slow/Fast		Too slow/too fast	
8	7	6	5	4	3	2	1

Comments:

5. Teaching techniques used.

Very stimulating		Stimulating		Somewhat dull		Dull	
8	7	6	5	4	3	2	1

Comments:

6. Language skills used.

Listening Comprehension Oral expression Reading & grammar

Writing practice

Comments:

7. Classroom activities: Do you think there is too much emphasis on:

Drills Grammar & translation Writing & Comp Directed conversation

Comments:

8. Assignments and reports.

Just right		Adequate		Too few/many		None	
8	7	6	5	4	3	2	1

Comments:

9. Type and timing of tests: Circle all applicable responses.

Daily quiz		Weekly test		Mid-term		Final	
8	7	6	5	4	3	2	1

Comments:

10. Grades and grading system.

Very satisfactory		Satisfactory		Somewhat unsatisfactory		Bad	
8	7	6	5	4	3	2	1

Comments:

11. Opportunity for diagnosis of errors after exams and assignments.

Always		Sometimes		Rarely		None	
8	7	6	5	4	3	2	1

Comments:

12. Use of target language in classroom.

Always		Sometimes		Rarely		None	
8	7	6	5	4	3	2	1

What is your preference?

13. Use of language lab.

As directed		More than recommended		Less than recommended		None	
8	7	6	5	4	3	2	1

What is your preference?

14. Review sessions and their timing.

Weekly		bi-weekly		Monthly		None	
8	7	6	5	4	3	2	1

Comments:

15. Instructor's knowledge of subject matter.

Thorough		Adequate		Fair		Inadequate	
8	7	6	5	4	3	2	1

Comments:

16. Instructor's preparation of daily material.

Thorough		Adequate		Superficial		Inadequate	
8	7	6	5	4	3	2	1

Comments:

17. Instructor's organization of material and efficiency in use of class time.

Consistently well		Adequately well		Adequately		Inadequately	
8	7	6	5	4	3	2	1

Comments:

18. Student-Teacher interaction and communication.

Very positive		Positive		Somewhat negative		Negative	
8	7	6	5	4	3	2	1

Comments:

19. Instructor's awareness of students' feelings and needs.

Very sensitive		Sensitive		Somewhat insensitive		Insensitive	
8	7	6	5	4	3	2	1

Comments:

20. Instructor's reaction towards students' performance and attendance.

Very concerned		Concerned		Neutral		Unconcerned	
8	7	6	5	4	3	2	1

Comments:

21. Instructor's availability for private discussion or help.

Always		Sometimes		Rarely		Never	
8	7	6	5	4	3	2	1

Comments:

22. Instructor's attitude toward students.

Exceedingly patient		Patient		Somewhat patient		Impatient	
8	7	6	5	4	3	2	1

Comments:

23. Instructor's efficiency and adequacy of meeting class obligations.

Outstanding		Very good		Adequate		Inadequate	
8	7	6	5	4	3	2	1

Comments:

24. Students' input in direction of the course.

A great deal		Sufficient		Insufficient		None	
8	7	6	5	4	3	2	1

Comments:

25. Students' participation in classroom discussion and/or presentation.

Very frequent		Frequent		Somewhat rare		Rare	
8	7	6	5	4	3	2	1

Comments:

26. Classroom atmosphere.

Relaxed		Somewhat relaxed		Formal		Tense	
8	7	6	5	4	3	2	1

Comments:

27. Classroom management.

Very good		Good		Fair		Poor	
8	7	6	5	4	3	2	1

Comments:

28. Time you spend in preparation for class during the week.

20-16 hrs. 16-12 hrs. 12-8 hrs. 8-4 hrs.

Comments:

29. Your reaction to the number of contact hours in relation to credit hours received.

As is Change to

Comments:

30. Reason for taking the course.

Requirement		Major area		General interest		Other	
8	7	6	5	4	3	2	1

Comments:

31. Aspect(s) of the course you liked most.

Listening comprehension Oral expression Reading & grammar

Writing Practice

Comments:

32. Aspect(s) of the course that could be improved.

Listening Comprehension Oral expression Reading & Grammar

Writing Practice

Comments:

33. Language course(s) you would like to take next.

1. 2. 3.

34. Are you:

Freshman Sophomore Junior Senior Grad Other

35. Your average grade point.

36. Additional remarks: Include your suggestions for making the course more interesting and meaningful.

E. SOME OBSERVATIONS FOR PROSPECTIVE TEACHERS FROM THE TEACHING SEMINAR

The following observations were derived from TT seminars and videotape demonstrations attended by faculty members, GTAs, TTs and STs during the academic year 1972-1973.

-- Except for grammatical explanations, constant use of the target language in class should become a regular practice.

-- One must be careful not to overemphasize structures for beginning students, but rather ask them to accept limited explanations with the assurance that more comprehensive ones will be forthcoming in the second year.

-- A lesson plan is very important in organizing the teaching-learning process; therefore, a beginning teacher is encouraged to prepare a detailed lesson plan in the first weeks of his teaching and to use outlines later.

-- There is no single method or approach to be followed in teaching. The best approach is a blend of many methods and techniques derived from success in actual classroom experience.

-- The motive for trying new techniques or ideas in teaching should come from the teacher himself rather than be imposed on him by others.

-- Weekly tests or quizzes are recommended in language classes in order to review what has been learned and detect students' problems.

-- It is helpful to use supplementary conversations to reinforce vocabulary and grammatical structures learned in class and to correct errors made by students, including errors involving stress and intonation.

-- Both linguistic and cultural material should be used in beginning and intermediate language courses.

-- Memorization and drills are useful as long as they are not overemphasized.

-- Freedom of expression through practice of the vocabulary and grammatical patterns learned should be attempted as early as possible. For this purpose periodic short written compositions to be read aloud and discussed in class are recommended.

-- Emphasis should be placed on both oral and written work, starting with the elementary level. Oral work, however, should precede writing.

-- Translation drills to be done by students in the target language have been found effective in review sessions.

-- It has been found effective to combine descriptive and yes-no type questions in discussion sessions.

F. READING LIST ON LANGUAGE TEACHING AND LEARNING

The following reading list was prepared primarily for TTs and STs enrolled in the NELL methods course (865). This year it has been expanded to include suggestions made by NELL faculty members and GTAs wh are involved in the teaching of language classes. The list is arranged alphabetically by author and contains recent articles, books and journals re lating to language teaching and learning. In addition, the list has been arranged by subject matter as follows: culture; language laboratory; langua and linguistics; methodology; programmed instruction; and psycholinguistics. Any suggestions for improving this list will be welcome.

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